

SEC BACKS FREE EDUCATION



THE YOUNGER GENERATION

As a prelude to Winter Carnival, McGill students were given the opportunity to dispose of an automobile in any way they saw fit. In the end, it was the city firemen that disposed of the consequences of the disposing of the car.

McGill's Students' Executive Council (SEC) has voted to support the abolition of all student fees as soon as the provincial government will lend the necessary financial assistance to the University.

Until such time as this resolution can be implemented, the SEC voted to adopt a "freeze the fees" policy, which calls for maintaining the fees at their present level until the end of this year, accompanied with a decrease by a certain specified amount each following year.

This "freeze the fees" policy, originally suggested at a Canadian Union of Students Convention at York University last September, has since been adopted by every university in Canada with the exception of the University of Toronto. However, McGill is the only university which has advocated free education and a retrogression of tuition fees until free education is obtained.

Free education at McGill is not foreseen for the immediate future, but it will have to be adopted in an evolutionary fashion. One possibility is that the number of provincial bursaries awarded annually, and the amount of money granted

by each bursary, will be increased until, finally, the government will transfer the yearly sum total directly to the University, relieving the student of tuition fees.

The student would still be required to pay the expenses accompanying a university education, that is, for books, residence, food, clothing, and so on. For those in need, there would still be student bursaries to help cover these expenses.

In Quebec, to help achieve this ultimate goal, there is a Student Consultative Committee on Bursaries which recommends to the government plausible norms and rules to govern the bursary system. This committee has been instrumental in achieving both increases in the amount of money per bursary and the number of students receiving bursaries.

The Canadian Union of Students' "freeze the fees" plan has already had some repercussions. In an attempt to forestall a proposed fifty dollar fee hike, students at the University of Manitoba went on strike last month, boycotting classes and demonstrating in front of the Legislative Buildings in Winnipeg.

The feasibility and necessity for decreasing fees or abolishing them completely is currently being studied by a Commission headed by Dean Bladen of the University of Toronto. This Commission has travelled across Canada, meeting with representatives from various universities and investigating the financial problems of these universities and of their students.

The results of this study will be published in September, and possibly then some more conclusive steps will be taken.

Cramming starts for coming exams

This is the time of year when McGill students activate their often-resolved, but seldom-kept, devotion to study. With the date of the final examinations in April nearing, university students are settling down to redeem themselves by superhumanly compressing the year's work in a few weeks time.

Despite their experiences with High School Leaving Examinations, first year students find themselves disorganized under their heavy work loads. The high failure rate (30%) lays base to this claim.

The examinations themselves turn out to be quite fair. Essentially, they are a means to gauge

the extent of the individual's knowledge, progress and skills acquired in the learning process. It is usually the poor students that regard examinations as a sinister trap, designed to end their scholastic careers.

Both written and oral tests, including the usual term papers, essays, class tests, and language and science laboratory sessions are administered by the Teaching Staff. Mid-term examinations, given last December, are miniscule reproductions of the dreaded finals.

Freshman are required to attend 7/8 of their lectures to be eligible to sit for their final examinations. These exams vary

in content; they can be a mixture of I.B.M. short answer questions, and traditional essay topics, each lasting for three hours. Hundreds of students supervised by numerous invigilators, fill the Winter Stadium at McGill to write their papers.

Oral examinations, lasting for 15 minutes, test the fluency and knowledge of the speaker; but more important, the language instructor seeks an "all-round performance" — readiness of wit, mental composure, and common sense, on the part of the student.

Examination results are forwarded to students during the month of June. Freshmen failing

to achieve the 50% passing grade on up to 1½ courses may write supplemental examinations in August. A student's academic performance during the rest of the year is also taken into consideration for his final mark.

After the club activities, carnivals, and girls, all students mobilize their mental resources to "conquer" the menacing examinations. The Redpath library and its facilities are filled to capacity, with students concentrating on their major study areas. And with hard study and steady application, the obstacles are overcome.

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SPORTS PROGRAMME AT MCGILL

The course you pass...

...may be your own

COLLEGE STUDY HABITS

Students entering university are often unprepared for the differences between university and high school education. Many do not realize until too late that academic progress in college depends less on their teachers' efforts, than

on their own maturity, self-discipline and self-reliance. The result is the high failure rate in first year, which might be avoided if more freshmen were aware of the information included in this article.

The basic difference between a high school and a university is the contrast between the "class" system of the former and the lecture system of the latter. University students do not have a class, a classroom, or a class-teacher. While honours students in upper years may have faculty advisors who supervise their academic progress, freshmen are not provided with this convenience. If they don't study, the chances are that no one will ever realize it. Even if someone does find out, he will not have the time to do anything about it.

For the most part it is up to the student to decide whether he even goes to lectures. Although there is theoretically a minimum attendance requirement for first year courses, it seems to be enforced in practice only by the English and French Departments, which have been known to send warning letters to the wayward. In some courses attendance is never taken. This is

quite understandable in cases where two or three hundred students is the normal attendance at a lecture.

THE LARGE FRESHMAN CLASSES

Such large classes, which predominate at the first and second year level, reduce contact between professor and student to a minimum. In few cases will the professor even know the students by name at the end of the year. Written assignments, if any, are limited to one or two term-papers. These papers consist of 4000 or 5000 words, many of them borrowed from one of the books on the assigned reading list. (The student who dislikes writing a term-paper can take comfort from the fact that correcting them is even less enjoyable.)

Most courses have three lectures a week which are given on alternate days. Monday, Wednesday, and Friday courses

are more popular, for obvious reasons, than those held on Tuesday, Thursday, and Saturday. In fact, the Saturday lecture is often eliminated by some simple stratagem, such as making the Thursday lecture twice as long as normal. Lectures begin at five past the hour, and end fifty minutes later.

In some large courses, only two weekly lectures are given. In lieu of the third, the student is assigned to a conference group of about thirty persons; presided over by a post-graduate student (who is thus pleasantly employed at a higher hourly rate than the electricians at Cape Kennedy.)

Conferences give students the opportunity to raise questions about the course, answer questions put by the conference leader, and complain about the books they can't get at the library.

In a normal lecture, however, the student may not have the opportunity to say a word; he is too busy scribbling down the gist of the professor's remarks. Freshmen always try to

by
Garth Stevenson

Mr. Stevenson graduated from McGill two years ago with honours in Economics and Political Science. He studied, on scholarship, at the University of Paris last year, and is a conference-leader at McGill this year.

take down every word, upper year students learn to be more discriminating. More to be pitied than condemned are those who recopy their notes at home in the evening. This practice wastes time, ink and paper, and promotes the dangerous illusion that something is being accomplished. Nothing is.

The average student in Arts and Commerce has about fifteen hours of lectures or conferences a week. This total is higher in Science and Engineering where laboratory periods are also given. These classes are sprinkled at random intervals through the week, so that if a student goes to most of them, he may feel he is doing all that is expected of him.

But a few weeks before the final exam he realizes how little he knows. The wiser student then, spends about five hours weekly on each course, over and above the lecture hours. He uses the additional time studying his lecture notes and the books assigned on the reading-list.

Reading-lists are distributed in all courses at the beginning

of the school year. In each course several books are assigned for intensive reading. These are the textbooks, and it is advisable to buy them, most students spending about \$60 yearly on such texts.

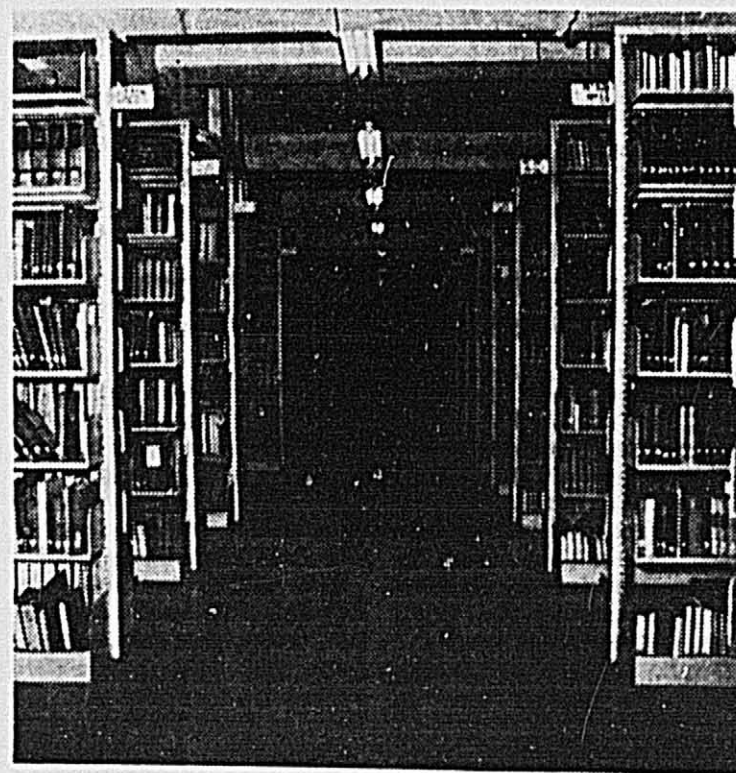
LIBRARIES AND READING-LISTS

Other assigned volumes deal with specific aspects of the course, and possibly only a chapter or two will be suggested for reading. These books can be obtained from the library, usually for a period of two days, with fines thereafter of 25 cents an hour. Unusually popular books, and those assigned for term-papers, can only be borrowed for two

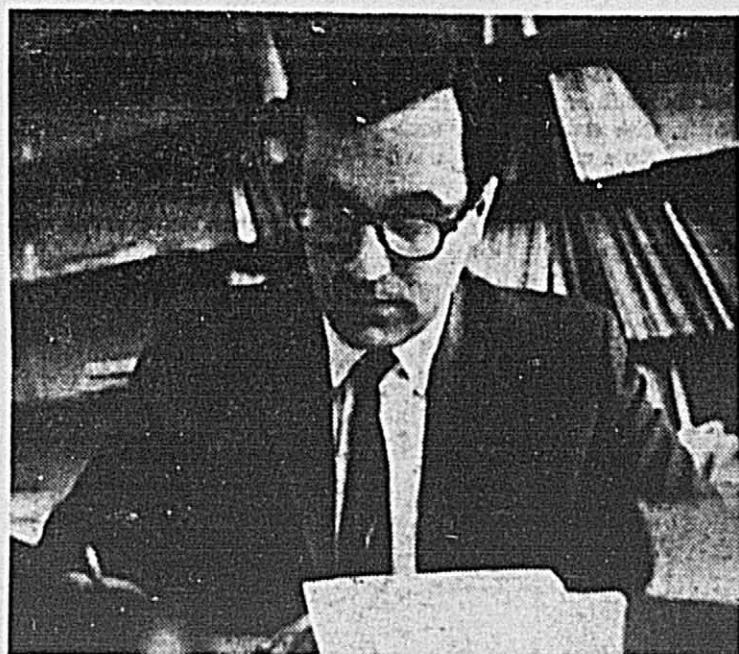
use will not survive. The library is one of the few places on campus (or for that matter in downtown Montreal) where you can sit down without being asked either to leave or to buy something. Redpath Library is noted for its distinctive atmosphere, which comes from the continuous dull road of unintelligible human speech, and which sounds like something between the Toronto stock exchange and a crowd of Africans the minute before the first brick is thrown at the United States embassy.

IT'S NOT TOO HARD, REALLY

If all this makes university sound rather frightening, it



This is only a small part of the Library 'stacks' at McGill. The stacks store a large part of the 800,000 volumes owned by the University. Except for special rare editions, all these books can be taken out by regular undergraduates.



Even professors have to study, as demonstrated by Dr. Athanasios Asimakopulos, Associate Professor of Economics. Dr. Asimakopulos was recently awarded the C.D. Howe Fellowship to study for one year at the Massachusetts Institute of Technology.

hours, and must be read in the library.

Students who keep up with the readings will find they already know some of what is said in lectures, and will not have to scribble as industriously as their less foresighted colleagues.

The library is also useful as a place to study. Lectures are spaced over the day from 9 am to 5 pm, and the student who does not put the odd hours between them to good

really isn't. The student who resists the temptation to spend most of his time doing nothing—and the temptation does exist—will have no academic problems. Instead, he will come across new and exciting fields of study and opportunities previously unimagined will open before him. Indeed, the University will change the course of his life.

The University Libraries

In essence, the University Library serves to provide students with an atmosphere conducive to work and study, and to provide them with the supply of reference books necessary at an advanced level. Students soon discover that there are very few topics they may touch upon that are not fully covered by the books on the shelves.

At McGill, the entire system of libraries is collectively called "The University Library". This includes Redpath Library, the largest collection, and the various Faculty and departmental libraries located in other university buildings. The University Library now contains over 800,000 volumes and 50,000 pamphlets, while it receives about 4500 periodicals, Government publications, and publications of various literary and scientific societies.

Specialty libraries are varied and well-stocked: collections of early printings as well as first editions, Canadiana, and pamphlets of the Sixteenth to Eighteenth Centuries are especially strong. There are also special collections of David Hume, Rousseau, Rilke, Blake, Napoleon, Stephen Leacock, and Rudyard Kipling.

One interesting example of the library's diversity is the Stearn Library which contains a unique collection of books and puppets, which trace the history of the international marionette theatre.

The central, and largest, part of the whole library system is Redpath Library, located in its own building on campus. Within the building, there are several large areas set aside as Reading Rooms for students.

Redpath Library itself is divided into nine main departments, the largest being its Undergraduate Library, where students have access to a collection of some 35,000 volumes located in two Reading Rooms. During the academic session this Undergraduate Library is open six days a week full-time (8:30 am to 11 pm), and is open Sunday afternoon for 4 hours.

Other departments of Redpath Library include: the main book collection of the university, from which books may be withdrawn upon request; the Author and Title Catalogue; the Subject Catalogue; and the Periodical and Government Document Rooms. There are spe-

cial reference libraries, such as the Blacker-Wood Library of Art.

Besides Redpath, McGill has several excellent special reference libraries located in various buildings around campus. The Medical Library contains nearly 10,000 volumes and is noted for its periodical collection which includes about 2000 numbers in various languages. The faculties of Engineering, Divinity, Law, and Commerce enjoy their own libraries as well.

Science libraries specialize in Chemistry, Physics, Mining, Metallurgy, and Geology. McGill also boasts of a library of Islamic Studies and the Osler library which features early editions of older literature.

Unrestricted books from the general loan collection ("stack books") may be borrowed for a period of two weeks and the loan may be renewed if the book is not in great demand. Students are allowed a maximum of 3 books loans a time, but the University has the right to restrict the number of books at certain times through the year, especially during the mid-term exams and term-paper periods.

Reserve books are those volumes which, at the request of professors, have been withdrawn from general circulation and have been placed "on reserve", primarily for the use of undergraduate students. These books are circulated for varying lengths of time, depending on the number of copies available in relation to the number of students taking the course. Periodicals, books marked "not for circulation", and other restricted material must be used only in the Library Reading Rooms.

The periodicals are an important feature of any library's possessions. They run from the obvious scientific journals to the obscure monthlies that no one has ever heard about, never mind read. The Periodical Room is one of the more interesting places to while away the time when studying just doesn't seem right.

A validated identity card stamped with library hieroglyphic serves as an admission card and enables the student to borrow books. Library membership privileges are non-transferable and transgressors who are caught may lose their cards.

The library is the focal point of University academic life. All students spend time there for various reasons throughout the year: some find they are unable to study adequately at home and so turn to the library's Reading Rooms; others make use of the reservoir of already formulated thought (so that they might not have to think unnecessarily); still others find that they are stimulated to work by the company of their fellow students.



PLUGGERS — EVERYWHERE:

This unrestricted view of one of the reading rooms in Redpath Library clearly demonstrates that there are students in McGill who study. During exam times, it is difficult to move around here because of the almost wall to wall mass of pluggers.

STUDENT SERVICES

The facilities of the Students' Union provide the bulk of the Students' Society services. The Union serves as the "second home" of the student. It is the center of most extracurricular activities.

For the last sixty years the Union has been located opposite the main campus on Sherbrooke. Next year, however, the New Union on McTavish Street will begin operations, providing better facilities.

The offices of most of the larger campus organizations including those of the "Daily" and the studios of Radio-McGill, are located in the Union. As well as housing permanent offices, the Union is equipped with large and small meeting rooms and a ballroom which can be reserved free of charge by any campus organization.

Lounges are available for students who wish to meet informally with their fellows. In the New Union a theater has been included for the use of campus productions.

To many students, the most essential service provided by the Union is its eating facilities. Anything from a snack to a full-course meal can be purchased at a very nominal price. In the present building, there is both a grillroom, serving sandwiches, drinks and des-

serts, and a Cafeteria, which prepares complete meals.

The Grillroom is also provided with a jukebox, and from time-to-time students have been seen dancing on the tables, but whether this is due to the music or to the quality of the food has never been determined.

On the social side, the Union sponsors many dances throughout the year. After every home football game there is a "tea dance" for which admission is charged to males only. New this year, are the "TGIF" (Thank God It's Friday) dances held on Friday afternoons. Music at these TGIF's is supplied by a band and refreshments are served. Admission is free.

Also located in the Union are the "essential services", the Poster Press and the Duplicating Service. Many students find that they need posters to advertise events sponsored by their Faculty.

The Union Duplicating Committee offers a printing service to all students, campus organizations and fraternities. The service provides a Xerox photocopy machine for limited reproduction and a Multilith offset press when a large number of copies is required.

The Students' Council has arranged a discount service with local retail stores of varied na-

ture. In establishments ranging from beauty salons to haberdasheries to restaurants, the student can obtain 10 to 20% discounts by showing his student's card.

In addition, wherever possible, are special student rates for professional theatrical productions and concerts.

To accommodate the many students who wish to travel to Europe for the summer, the Students' Council sponsors a chartered flight to Europe. The plane leaves Montreal in mid-June and returns from London in early September. All students and professors at McGill are eligible to take advantage of this flight. Its fare is considerably lower than that for commercial airline flights.

The SEC sponsors a group medical accident and sickness insurance plan, available to all students at McGill. This plan offers 24-hour-a-day accident and sickness coverage all year around including Summer vacation.

The plan covers all types of accidents and sicknesses including pre-existing ailments and participation in intramural and recreational sports. This insurance service, like all the other Students' Society Services, is offered to the student at low rates.

The students' body at McGill numbers over 10,000 — the size of the average Canadian town. Because of this, the Students' Society and the University Administration can arrange, with various commercial organizations, a variety of student services such as discounts, flights to Europe, a book store, and food services.

The University, too, sponsors certain services for members of the student body. One of these special services is the McGill University Book Store, which provides required and recommended textbooks and reference works for all courses. Presently making do with cramped quarters on McTavish Street, the Book Store will take over 5,000 square feet of space in the new Students' Union.

For the first time in many years, it will have something approaching adequate facilities to handle the annual rush for textbooks and supplies during the first few weeks of classes. The new location will also allow the Book Store to expand its services, adding an extensive "paperback" department.

In addition to books, the Book Store sells supplies ranging from notebooks and graph papers to pennants and windshield stickers. It will order a book that it does not carry in stock especially for an individual student.

In the new quarters, there will be a display area for student painting and sculpture, in connection with the Book Store's policy of encouraging the arts — it also publishes a weekly poetry sheet, The Page — and future plans call for expansion of its role in this area.

All profits from the Book Store are made available for the use of the Students' Society.

Another office with which every student soon becomes familiar is the Student Health Service. It administers a compulsory complete physical examination to each freshman upon his entering McGill, the result of which determines the student's physical eligibility to participate in any athletic programme, and a compulsory annual chest X-ray and urinalysis to every student.

With a doctor and four nurses on duty at all times, the Health Service is equipped to deal with any physical complaint a student may have. It treats minor ailments, and conducts various clinics; these services, while utilized primarily by out-of-town students, are available to everyone.

Affiliated with the Student Health Service is the Mental Health Service, which provides psychiatric care and guidance. Its work was discussed in detail in the November issue of the "Supplement".

The purpose of the McGill Placement Service is to help students find jobs of all kinds — most importantly, it aids graduating students in obtaining summer or part-time work.

The student seeking employment of any kind registers with the Placement Service early in the session, and is later interviewed by a member of the Placement Service staff. Meanwhile, companies with positions open contact the Service. Thus it brings together, say, the student graduating in chemical engineering who is looking for a job, and the corporation looking for a bright young chemical engineer.

Many students find positions after proceeding on advice given at their interviews, while others make use of the extensive library and research facilities which the Placement Service maintains.

And one of the most important functions of the service is the arrangement of visits by company representatives to interview students. This year, more than three hundred of these visits are taking place throughout the session.

The Placement Service is successful in placing the vast majority of students who apply there for permanent positions, and, despite a continent-wide problem in this field, manages to find work for a fair percentage of those looking for summer jobs as well.

The final member of the quartet of major University services is the Student Aid Office, which handles all financial aid, both University and Government. It is dealt with on page 11 of this issue.



WILD BLUE YONDER this is same British Overseas Airways Corporation jet that was specially chartered by the Students' Society at McGill to transport over one hundred students to their European summer holidays. This flight is a special service for McGill students. Our photographer has not been seen since he took this picture.

SPORTS

PECIAL



The athletics programme at McGill is operated by the staff of the Department of Athletics, Physical Education, and Recreation. These people are responsible to the McGill Athletics Board for the Department's policy and finance, and are assisted in the administration of athletics by two student bodies: The Students' Athletics Council

and the Students' Intramural Athletics and Recreation Council. Women's Athletics are governed by parallel organizations.

The Athletics Board acts as a link between undergraduate activity and graduate interest on one hand, and the Senate and Board of Governors of the University on the other. The membership of the Athletics

Board includes professors, students, and graduates.

A secondary body to the Athletics Board is the Students' Athletics Council (SAC) which is composed of students representing the various aspects of the athletic programme at McGill. The object of the SAC is to encourage a high degree of participation in the athletic programme. This is achieved through its powers to organize

events and its right to make recommendations on the overall policy of the Athletics Department.

It is expected that students who are proficient in any sports will wish to play on one of the representative teams that McGill maintains. This should be regarded as the highest honour any student can earn in the field of athletics.

RECREATION ACTIVITIES

McGill offers extensive athletic facilities which are well suited to accommodate the different interests of undergraduate students in Intramural and Recreational Sports.

The purpose of the intramural programme is to attempt to encourage students to participate in physical activity as often as time and interest permit. With this in mind, leagues, tournaments, and clubs have been organized in intramural and recreational sports. Times for these events have been arranged to allow the maximum number to take part both as team members and spectators.

As a result, Lunch Hour (1-2 pm) and Afternoon Leagues were formed to facilitate everyone's participation. These events are held in MacDonald Park (which includes Molson Stadium), Winter Stadium, Memorial Swimming Pool, and the Sir Arthur Currie Memorial Gymnasium. Some of the Touch Football Contests take place on lower campus, drawing large crowds which come to support their favorite teams.

Everyone is eligible to take part, provided that they conform to certain basic

rules laid down by the Students' Intramural Recreational Council. The cost of the use of university facilities is covered by a \$25 fee included in the tuition fees.

In the Fall, pigskin enthusiasts may join either the Upper Classmen or Freshmen Leagues in Touch Football. This past season, 30 Upper Class, 12 Frosh, and 12 Engineering teams battled it out for their respective league titles. Touch football is followed by leagues in Floor Hockey, Basketball, Volleyball, and Ice Hockey. Intensive coverage and publicity is given to intramural games by the "Scribe" in the "Daily", in a column entitled "Scribblemania."

Tournaments and meets in intramural Golf, Tennis, Handball, Swimming, Track and Field, Riflery, Curling, and Ping Pong are held at various times throughout the year.

Facilities have been provided for those interested in either playing Tennis, Badminton, Squash, or going swimming simply for recreation. Anyone may make use of these and other facilities provided he has his Student Identity Card.

One of the more popular of the Recreational Clubs is the Judo Club with head instructor, Fred Okimura (Black Belt). Students are introduced to the finesse and fitness of the art of self-defence. It is affiliated with the Seido-Kwan Academy of Judo and the Canadian Kodokan Black Belt Association.

The Rifle and Pistol Club is another of the recreational groups. Safe shooting and Dominion Marksmanship awards are the objectives set for its members. Bi-weekly meetings and rifle practices are held on the Currie Gym Range.

Each year the Curling Club holds an Intramural Bonspiel, besides its regular activities. For sailing enthusiasts there is a Sailing Club, which is the defending champion in Intercollegiate Competition.

M.O.C. (McGill Outing Club) is the largest of all these groups. It offers mountain climbing and camping trips which usually start from their Shawbridge House in the Laurentians. This organization sponsors skiing, snowshoeing, and woodsmanship competitions as well.

Intercollegiate

McGill University participates in sixteen Intercollegiate sports sponsored by the Ontario-Quebec Athletics Association (OQAA) of the Canadian Intercollegiate Athletics Union, on a Senior level. The sports are football, track, hockey, soccer, basketball, wrestling, harrier, swimming, waterpolo, tennis, golf, rugby, fencing, skiing, badminton, and squash.

Football, currently "the" sport at McGill, begins workouts even before regular classes commence when holdovers from the last year's Redmen squad, Intermediates, and new eligible candidates take to the practice field. These men have been selected for their ability, attitude, and interest in the sport during the past year. Eligible students for Senior competition (Redmen) are requested by the head coach to contact him before the opening of practices so that they may be included on the training list. Football is open to any student who may wish to try out.

The McGill Indians football team (Intermediate) begins its practices on the day following registration. Those players lacking in Senior ability or ineligible to compete on the Senior level comprise this team. (Freshmen are ineligible for Senior competition.)

The annual McGill Track Championships and Intramural meet is held in the Fall, soon after classes commence. At this meet, the team which will represent McGill in the Intercollegiate championships is selected. Harrier team members are also chosen.

Not only does the Senior Hockey team play in the OQAA league, against competition from Laval, McMaster, Queen's, Toronto, University of Guelph, University of Montreal, Waterloo and Western, but it also travels to the United States for international competition during the Christmas holidays. The Intermediate team plays in the City Inter-

collegiate Hockey League. Practices begin in early November and continue through February.

One of McGill's perennial championship teams is the Soccer squad which sees action in both the OQAA and in the Ottawa-St. Lawrence Conference. Again practices commence soon after classes begin.

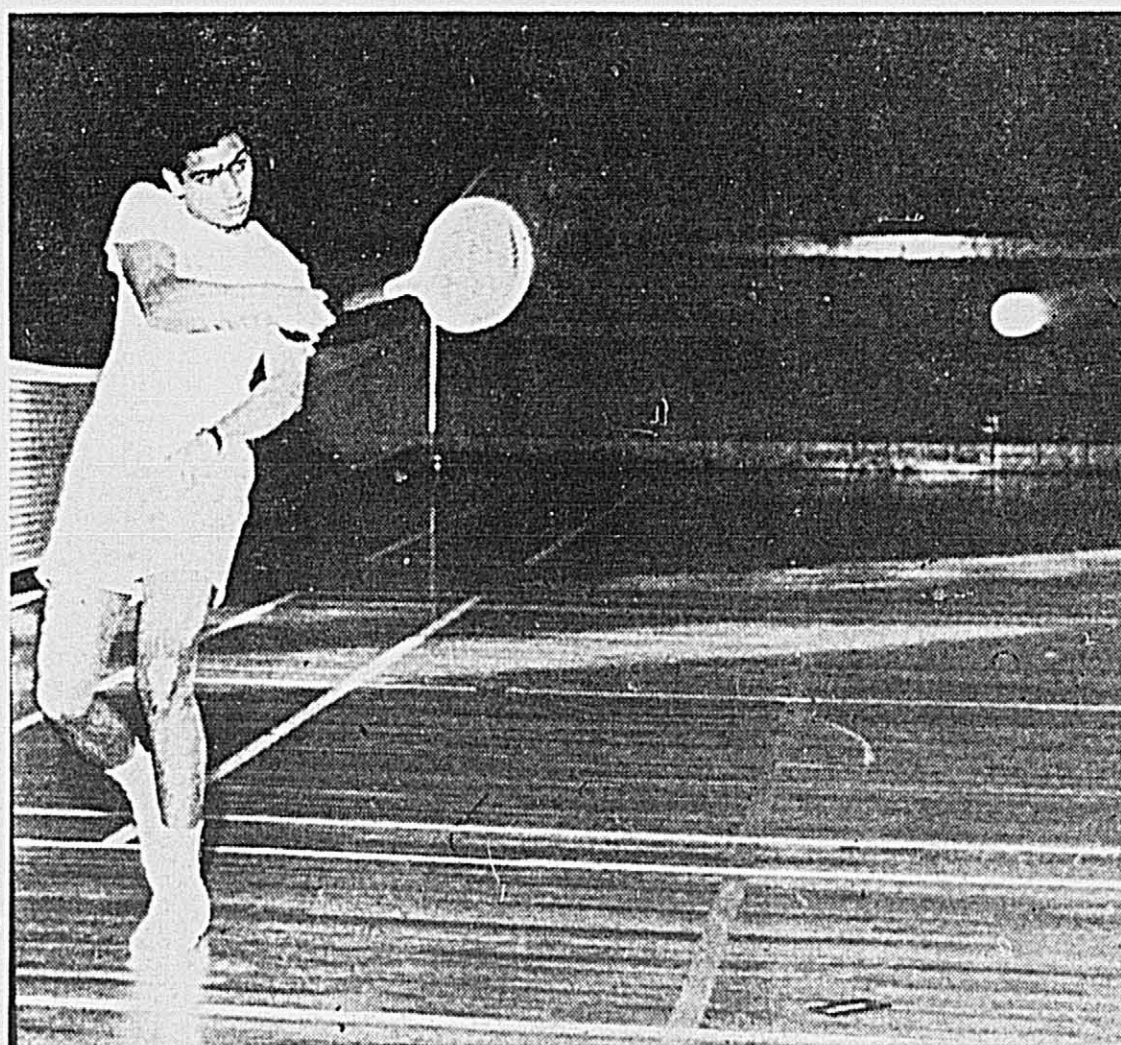
McGill offers students both a Senior and Junior basketball squad on which to participate at the Intercollegiate level. The Varsity Five (Senior) compete in the OQAA and play exhibition matches with various other college and



Molson Stadium, home of the McGill football team, The Alouettes. The home of the Redmen at a university contest.

Hit it!

This student is participating in the tennis recreational program on one of the many indoor courts in Sir Arthur Currie Gym. He may continue playing solely for fun, or may ask for qualified instruction in the sport. Tennis is one of the three racket sports available at McGill: tennis, badminton and squash. All three are played constantly by devotees of the sports or by students wishing to work themselves into condition.



ATHLETIC FACILITIES

The excellent facilities for Athletics, Physical Education, and Recreation are unequalled anywhere in Canada. The Sir Arthur Currie Memorial Gymnasium and the Memorial Swimming Pool constitute one of the finest athletic plants in the world.

The University is also proud of the Percival Molson Memorial Stadium, and the Winter Stadium, where exciting football and hockey games are played and where McGill athletes continue to uphold the honour of McGill colours.

The Gymnasium is located on the north side of Pine Avenue, east of University Street and it contains the following facilities: four 60'x85' basketball floors, ten single squash courts and one doubles court, a 42'x75' swimming pool with seating accommodation for 650, twelve badminton courts, five volleyball courts, facilities for floor hockey, gymnastics, wrestling, fencing, weight-training, and track and judo.

The Winter Stadium is situated to the north-east of the Sir Arthur Currie Gym, at the

border of Molson Avenue and can be reached by the City's fire University Street.

The Winter Stadium is the "home" of the McGill football team. The rink in November through March has a surface of 200 feet and 1520 seats.

The Winter Stadium also been used for many other events, and has been removed, has many thousands of excited students.

Macdonald Stadium, directly north of the Winter Stadium, contains the largest artificial turf field: the Sir Arthur Currie Memorial sized football

Collegiate Sports

TRAINING

PROGRAM

city teams. The Junior Varsity hoopsters are members of the Montreal Basketball League (MBL) and play against St. Joseph's Teacher's college, Sir George Williams University, and Collège Militaire Royal.

The wrestling squad competes annually for the OQAA championship held in mid-February. Prior to the championships, dual meets are scheduled with local clubs, as well as American College teams.

The swimming team splashes its way up pools throughout the year. The OQAA championships take place in late Feb-

ruary, but tune-up dual meets with squads from the University of Vermont, University of New Brunswick, Plattsburg State Teacher's College and Collège Militaire Royal are held before the championships.

Rugger is one of the favorite spectator sports on campus. McGill plays against Toronto and Queen's, the Redmen squad consistently being slaughtered by its blood-thirsty competition.

The fencing équipe is provided with its own Salle d'Armes containing the latest French materials. There are OQAA championships in this sport as well, and six universities take part in the blood-letting.

Skiing is the most popular sport, winterwise, at McGill both competitively and recreationally. Both OQAA and Laurentian zone competition keep the skiers on the slopes, the Red Bird Ski Club providing assistance in the coaching and training of the team.

Following an Intramural badminton tournament in January, selected players participate in a round-robin competition to determine the make-up of the intercollegiate team. Basketball players who have run into the nets stretched across the gym, will attest to badminton's popularity.

Squash is the largest year-round participation sport at McGill. It is an active conditioning game that is both exciting and enjoyable. McGill ranks well as a squash power and participates locally, nationally, and down in the United States. This is often considered the "in" sport at college.

McGill began its long competitive history in sport in 1898 when the first football game was played against Harvard. Since then, it has added new sports to its roster every few years, squash being the last addition.

The Men's Athletics Department provides a Physical Education Program which offers instructional courses in 19 different recreational sports. Classes in these courses are held during both academic terms.

This program is designed to give qualified instruction in popular individual sports. It gives an opportunity for any McGill student to make use of the athletic facilities offered him by the University and to acquire or improve athletic skills. Participation provides the student with a profitable way to spend his leisure time, for a by-product of regular exercise can be good health and good fun.

This year, the instructional program is completely voluntary. In past years, Freshman were obliged to attend special classes, each of which had a certain point-value. At least 25 points had to be earned by the end of the year, or the student would be subject to a \$25 fine.

During the summer, however, the Senate and the Athletics Department came up with the new voluntary system. They felt that students who came to the gym of their own

volition would gain far more than if they had been forced to attend. Moreover, registration at the University was outstripping the already immense sports facilities, so why clutter up the locker rooms with uninterested students anyhow.

The instruction program is open to all undergraduates and postgraduates, including partial students who are taking less than the normal five academic courses. The Freshmen Intramural League, however, is open to Freshmen only.

Registration for the instruction program, on a "first come, first served" basis, is held in the Sir Arthur Currie Gym at the beginning of each term in September and January. Registration for the Freshmen Intramural Leagues takes place at the same time. Classes and games start soon afterwards.

The Physical Education courses offered are Badminton, Fencing, Golf, Handball, Judo, Physical Exercise, Squash, Advanced Squash, Non-Swimming, Beginners' Swimming, Advanced Swimming, Isometric and Weight Training, and Tennis. Special courses are given which include Fitness

Research Course, Ski Instruction, Ski Fitness, and Snow Shoeing.

In the Fall, Soccer, and Touch Football are the competitive sports in the Freshmen Intramural Leagues, while during the Winter months, Basketball, Ice Hockey, Floor Hockey, and Volleyball are played.

All first year students at McGill are required to have a Medical Examination. A student's medical category (A, B, C, D, or E) will determine the extent to which he may participate in the Physical Education Program.

Locks, lockers and towels are issued in the Sir Arthur Currie Gym on presentation of the student's card.

Participants in regularly scheduled physical education classes are expected to wear "whites"... "T" shirt, shorts, socks, and running shoes. This equipment may be purchased in the Currie Gym.

Members of the Staff of the Department of Athletics instruct in the program. Qualified students, who act as part time instructors, also assist. The program is under the direction of Tom Thompson.



McGill Redmen, is seen here packed for another year. Hard stone seats do not see that many spectators.

ATHLETIC FACILITIES

Physical Education, and Recreation at McGill are housed in the Sir Arthur Currie Gymnasium and Memorial Swimming Pool on the continent.

Mount Royal Park, seen from Park Avenue, is accessible from the road or from the water.

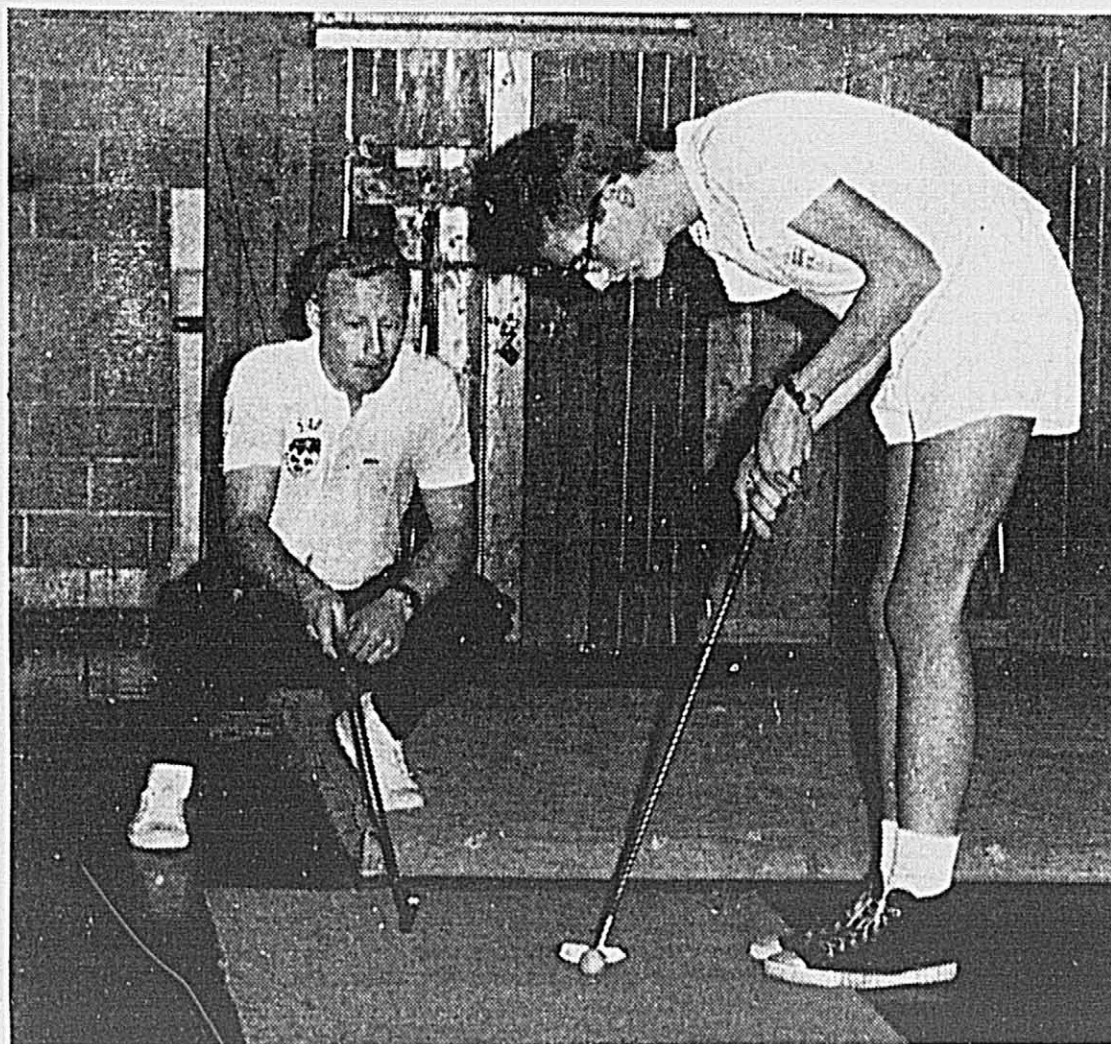
Stadium is the Redmen hockey rink, which opens in the fall and continues through the winter, has an ice rink 85' x 110' and the capacity of 10,000.

Stadium has been used for City tournaments when the ice is melted. It has hosted thousands of spectators.

Park, situated on the east side of the Gymnasium, is a full-time playing field, encircled

by a 440-yard cinder track, with seating accommodation for approximately 26,000; the Middle Field, a recreational area, 80 yards by 50 yards; the Stuart Forbes Field, a full-sized football field; Tennis Courts—four hard surface tennis courts located at the north end of Forbes Field.

Molson Stadium not only hosts the Redmen football squad, but has housed the Montreal Alouettes for many years. In recent times, because of the Alouette games, the University has placed several thousand spectator stands along the cinder track, at the expense of McGill track and field athletics. These bleachers, however, are due to be removed permanently for the coming season, so that runners may look forward to their Fall meets.



Fore!

Though not quite the golf that is played around the city, this student enjoys it anyway. There is little walking, no sunburn, and casual dress. By the time Spring rolls around, he will have received excellent instruction and will be able to conduct himself admirably on the afore mentioned club fairways. He will then be able, as well, to walk, tan, and dress sharply, displaying his newly developed skills.

"Peace is our business"

THE ARMED FORCES

As a member of the University Squadron, the Cadet has an opportunity to be trained in branches allied to his University course, or in other fields which may interest him. The training is designed to develop character and qualities of leadership, to depict career opportunities available to University graduates, and to qualify University students for commissions in the Army, Navy, or RCAF.

There are two general programmes offered to those who are interested in Officer training in any of the three services. One is the ROTP or Regular Officer Training Programme. Under this plan, a student's University education is completely

subsidized by the Canadian Government in return for three years active service with the military following his graduation.

In addition to having his (or her) fees paid, the Officer Cadet receives \$138 per month while he is attending University and \$73 per month during summer training.

The second programme is a "reserve" training plan, and is known under various designations, depending on the Service involved: RCAF—URTP; Army—COTC; RCN—UNTD. In this case there are no post-graduation commitments. Instead, the Cadet is paid at the rate of \$235 per month during his summer employment at various military installations.

The government does not pay his fees, as was described for the ROTP. Upon graduation, the Cadet is awarded an Officer's Commission in the Primary Reserve, with the option of entering the Regular force.

The training involved is identical for both Regular (ROTP) and Reserve branches. Winter parades are carried on during the school terms, these consisting of drill and lectures on various military subjects.

Social activities play a part in the Officer Cadet's Winter program. Each Service has an Officers' Mess for the use of all of its members, and the social highlights include Mess Dinners and the annual Tri-Service Ball.

Reserve Cadets draw half-day's pay for each parade attended during the session.

What follows is a description of the summer training program in the RCAF. This description, broadly speaking, is common to the Army and Navy.

Having completed his first winter training, the Cadet is sent to Reserve Officers' School at RCAF Station Centralia, Ontario, for a 6-week course. Subjects covered include Leadership, Air Force History, Nuclear Warfare, General Service Knowledge, Effective Speaking and of course daily drill and physical education periods.

Following graduation from this school, the cadet then takes a course of variable length in the trade which he has selected. Some of the trades available are Aircrew, Telecommunications, Accounts, Armament, Construction Engineering.

This specialized course completes the formal "classroom" training. If time permits, the Cadet is then posted to another unit to undergo what is known as Summer Contact Training, which consists of doing practical work in the trade chosen.

In his final summer, the Cadet has an opportunity to be posted overseas to France or Germany, depending on his training assessments from previous summers and the recommendations of his Commanding Officer at the University Squadron.

In the Navy, summers may be spent "seaboard", that is, working on a naval ship travelling to such places as England, the West Indies, Australia. The Army program is similar to the RCAF, offering such trades as Armoured Corps, Supply, Transport, and Infantry Corps.



Members of the Army Corps at Remembrance Day ceremonies.

WOMEN'S SPORTS

Athletics are not restricted to the so-called stronger sex at McGill; the three thousand women students can partake in an extensive student-organized sports program throughout the school-year.

To meet the varied interests of this large student body many different athletic skills are included in the program. Women who wish to participate on the intercollegiate level are given the opportunity to train extensively, but other, less-energetic co-eds may take part on a more recreational basis.

Though Phys-Ed classes are no longer compulsory, a series of instructional courses are offered each term by the Physical Education staff at Royal Victoria College. This department also provides coaches and advi-

sors for the student — run Women's Athletic Association (WAA). The Association, elected by the campus at large, consists of two main councils: the Competitive Sports Council and the Recreational Activities Council.

The intramural system sees faculty, residence, fraternity, and other fringe groups vying for top athletic honours in the school.

The intercollegiate squads, formed from the various athletic clubs, compete in annual tournaments held at any one of the Women's Intercollegiate Athletic Union's universities, which include Queen's, Toronto, McMaster, Western, Guelph, and McGill. The team members claim to gain great personal sa-

tisfaction and lasting friendships during the tournaments.

Instructional classes in tennis, badminton, and squash are offered for Racquet enthusiasts, while archery and riflery are offered for the Big Women Hunters. Fencing, Golf, and Gymnastics are other sports that budding athletes can participate in. The hardy outdoors-girl plays the field games: Soccer and Field Hockey.

Ball sports are included in the list: Bowling, Basketball and Volleyball, the latter two pursued on the intercollegiate levels as well as intramurally. The Swimming Club trains racers, divers and synchronized swimmers. This organization, using all available talent, produces a water show each year.

At the other end of the climate scale, the Ski Club enters racing ski teams in intercollegiate and Laurentian Zone events. The Women's Hockey squad participates in intramural and intercollegiate competition, and comes out with outstanding players each year.

Under the jurisdiction of the Recreational Council, cheerleaders, majorettes, band members, figure skaters and modern dancers display their talents.

The thrill of intercollegiate competition, the satisfaction in gaining and improving upon, skills, and the diversity of activities are all major factors in the success of the Women's Sport Program.

*From mummies...**...to Gorillas*

REDPATH MUSEUM

In 1882, the Montreal sugar magnate Peter Redpath presented McGill University with a spacious new museum to house its growing natural science collection built up by Sir William Dawson, the fourth principal of the then McGill College.

Today, the Redpath Museum serves as the headquarters of the University's museums, including the McCord Museum of Canadian History, and the Ethnological Museum.

The purpose of Redpath Museum is to collect, preserve, and interpret specimens and objects of the earth, air, and sea; to throw light on the way people lived in various periods of history; and to provide scientists with research facilities.

A visitor to the Redpath Museum finds a three-storied structure housing teaching collections and exhibits of ethnology, geology, mineralogy, paleontology, and zoology. Miss Alice Johannsen, Director of the Redpath Museum, says some 1,000,000 specimens have been collected by the McGill Museums.

Among the valuable and rare objects are included precious minerals, mummies, the whooping crane, and Labrador duck.

The McCord Museum, numbering among its collection of Canadiana, Wolfe's Journal of the Siege of Quebec in 1759, expects an upsurge of interest in Canadian history during the centennial celebrations in 1967, Miss Johannsen reports.

The most fascinating exhibits of Redpath Museum are those of the African Lion and giant gorilla, and the primates. Expeditions and hunters have brought back valuable objects from Africa and the West Indies.

The museum expects to receive films and specimens from the recent Easter Island expedition of McGill scientists.

As well, the museum exhibits a "life clock" on which each hour represents 60 million years. Beside this are scale models of dinosaurs of the Mesozoic era, and gigantic casts of the sloth Megatherium and the fossil armadillo Glyptodon.

All manner of vertebrates and invertebrates are displayed on the top floor of Redpath. The animal kingdom exhibits are perhaps the most popular in the museum. Curator of the zoological section, Dr. Austin Cameron, has made frequent field trips to island in the St. Lawrence River, studying isolated fauna.

Other staff experts have helped build up one of the most important collections in North America. One specialist, working on a collection of early reptiles and amphibians, has added new knowledge on their age and life history.

With many other scholars and scientists, the McGill Museums stimulate public interest in the natural and social sciences through radio, television, publications, and guided tours.

Last year, the Museum attracted 37,000 people, of which 16% were school children and high school students. The Protestant School Board of Greater Montreal and the Catholic School Commission have cooperated with the Museums by permitting group visits to observe at first hand the objects of their scientific studies.

Loan exhibits and teaching films are also available for schools. Lecturers of the Education Staff help in teacher training, aiding to clarify the teaching of the science curriculum.

Miss Johannsen expects increased attendance at the Museums, especially from secondary students, this year. The value of a museum as an educational tool is inestimable, she believes.

The irony is that thousands of McGill students themselves have never used the museums. "They exist as islands here on campus," Miss Johannsen says. Yet youngsters in the Montreal area return to the Redpath and other museums with their parents to learn and observe in the treasure house of science and art.

The Redpath Museum is noted for its outstanding collections and exhibits and even though it is an organ of a private university, it plays an effective role in informing the general public and students on the ever widening aspects of our world.



HEY, ROVER The skeleton of this one-time dinosaur is on exhibit in Redpath Museum at McGill. The Museum is open weekdays from 9 am to 5 pm.

The Education Committee

The Education Committee holds an intriguing position in the structure of McGill student government. It is this committee that works with the Quebec Government on issues concerning student affairs and finances; it is this committee that publishes the "High School Supplement", organizes the High School Visiting Program, and sponsors the High School Tutorial system.

By no means unique to McGill, the organization has counterparts in several other universities, including the University of Montreal. These committees are important ones in all schools and actively take part in student affairs. In the University of Montreal for instance, the Chairman of the Education Committee often becomes the student society president in the next year. Michel Vaillancourt, President at the U. of M., is a case in point.

This year, the Committee has undertaken six major projects. The High School Tutorial Program employs 85 student volunteers to help students in six schools. The tutors each have one

student and give a minimum of one hour a week of instruction in all high school subjects.

This type of program had been initiated with great success in various American universities; UCLA now uses 600 tutors in its program. The system will be continued next year and plans call for a single mass program staffed by all the universities in the Montreal area.

The High School Supplement of the Daily, edited by Victor Rabinovitch, is in its first year of operation and serves to show the High School student exactly what he will face when he enters University. All facets of college life are explored: the academic, extra-curricular, and social activities.

The High School Visiting Program complements the "Supplement" as 40 collegians from all faculties visit 20 schools throughout the year and surveys taken of this year's freshman class have shown that the program has been successful.

The Committee serves on the Students' Consultative Committee on Bur-

saries for the Quebec Department of Education. The latter committee advises the Government on how bursaries should be distributed and the "norms" (criteria under which each student receives a bursary) which apply.

A member of the Committee, Michel de Grandpré, was delegated to serve on the Youth Council of Expo '67; this Council was to investigate the feasibility of University participation in the Exposition. Various proposals were entertained and accepted by the Exposition Administration.

Plans for the future are all in the educational field.

A survey will be conducted next year to determine student attitude towards studies, while another will chart their extra-curricular activities. All programs carried out this season will be continued in widened format next season.

The results of these surveys may lead to proposals which will serve to show the University Administration that the students are interested in the

mechanics of running the school. For example, a brief may be presented to the Administration on the possibilities of converting to the semester system employed in the United States.

Another project that lies in the not too far distant future is a joint effort involving both the Provincial Government and the Education Committee concerning the possibilities for Committee aid to students in the field of Mental Health.

The Education Committee is a committee of the future. Whereas other committees are basically concerned with the here and now of student education and affairs, EdComm has orientated its activities to deal with the coming needs of students.

This year's Chairman will not see the fruition of most of his own ideas and activities; but he has seen the ideas and activities of past chairmen flourish. EdComm is not fearful of setting up long-term projects and is usually well enough prepared so that these projects will be successful when finished.

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To a Freshman

This editorial was written by Jeff Greenfield, for two and one-half years Editor of the Wisconsin Daily Cardinal, the student newspaper at the University of Wisconsin. He is now a law student at Yale University. (Copyright 1964 USSPA).

In entering college you have no doubt been looking forward to four years of immersion in the knowledge process, in which your mental horizons will be broadened, your parochial background will feel the cool breeze of social, cultural and ideological diversity, and in which you will become an individual well-educated and well-prepared for your role as community participant and good citizen.

Forget it.

Unless you are one of the rare ones, unless you are either so equipped that college will not cripple you or so cynical that you are unburdened by the illusion of Academe, these four years will be more dull grey markers on the road to comfortable mediocrity. And the sooner you realize it, the better off you will be.

Your four years will be spent in the company of little minds on both sides of the classroom lectern. You will be scribbling notes in the company of "students" whose every thought and every deed is a mockery of that

term, whose capacity for questioning and inquiry ends with the material on a final examination, and whose world is bounded by clothes, sportscars, the football games and a shallow, mechanistic obsession with sex.

Your comrades are the Takers — the generation spawned by prosperity and complacency, for whom obligations do not exist, commitment is a joke, and concern for others a waste of time.

Their lives revolve around themselves, defined as narrowly as possible, and their universe, which ends with what they can possess. The thrill of dissent, the sparks of intellectual challenge, the lust for inquiry, is absent — because it cannot be hung from a wall, worn, driven, or shown off at a dance.

Your teachers are a breed of men too often forced to an obsession with the trivial. Plagued by the need to publish for the sake of publishing, untutored in the responsibility of offering value in what they write, the guardians of your minds are themselves men who delight in artificial constructs, in clever word games, in artful presentations of buncombe swathed in the mystical jargon of verbiage.

The classroom, for many of them, is a waystation between the library and the faculty club, a whistlestop where they cast their artificial pearls. Discussion and critical inquiry are a bore, a nuisance, and an interruption of the almighty syllabus.

And yet... somewhere in this desert of Summer Proms, Pep Rallies, Kampus Karnivals, Greek Weeks, Fall Proms, final papers, Fiji Island Romps, Winter Proms, mid-term examinations...

... somewhere a teacher will strike sparks in your mind... somewhere you will stay up all night and probe your own motives and goals with a friend... somewhere the myriad injustices of the world will set your soul on fire with indignation...

And somewhere you will read a book you have not read before, and wonder at a new thought fully phrased by an extraordinary thinker, and you will in spite of yourself be driven to question what you have believed all your life, and you will search...

And before you plunge back into the inanities of American college life you may perceive what education is about and see why men spend their lives teaching others.

May those moments in the arid wasteland you are now entering be many.

Why wait for June?

All too often we students are warned by our parents, or by our teachers, that now is the time to start studying, that if we leave our work to the very last minute, we will surely regret it.

Our elders urge us on, chanting those brave sayings: "Buckle down" or "Pull up your socks." And as students — the younger generation — we dismiss those trite phrases with a shrug, and merely continue our procrastination.

For better or for worse, however, our "folks" are not completely wrong. Matriculation examinations are coming in June, and that's only twelve weeks off. With an entire year's work to be tested on, twelve weeks is not too long a period.

So take it from someone who had to sweat just two years ago. Why wait for June? Do it now.

FRENCH EDUCATION SYSTEM

Through newspapers, radio, and television, English speaking Canadians are becoming aware of the fact that many changes are taking place in French Canada. One of the main transformations concerns the field of education, and though these changes are taking place in the French system, it should be of interest to the English speaking population to know what is being planned.

An understanding of our traditional system of education may permit you to compare and understand what French Canada has been like for the last 50 years, and how a new generation of French speaking Canadians plan to improve this system without divorcing themselves completely from their traditional heritage.

The structure of the French Canadian teaching system is

different in many ways from the English Canadian system. After 7 years of primary school, a student has the choice of two main courses: the first is the scientific course which is approximately the equivalent of the English public high school. This is a 4 year course (8th to 11th grades) which gives a general preparation similar to any secondary school.

After graduation from this scientific course, the French speaking student may either be admitted to an Arts and Trades school, or to certain university faculties, such as Commerce, Engineering, or Social Science.

The other possibility offered to a student leaving primary school is the classical course, which is of 8 years duration.

Until very recently the classical course was the monopoly

of the private institutions called "classical colleges". But for the past five years some secondary schools have taken over the responsibility of teaching the first four years of this classical course. The four senior years, however, are available only in the 95 "classical colleges" spread throughout the province of Quebec.

These four senior years are "grosso modo", the equivalent of the English speaking college course which qualifies the student for his B.A. The student who graduates from a classical college also receives a B.A. Thus, when he reaches the university campus he is already a graduate student.

However, it should be remembered that the classical college B.A. is not the exact equivalent of the English college B.A. in that it is awarded

for more general knowledge and does not include any "major". All faculties in a university are open to a student who has graduated from a classical college.

As in the English universities there are three university degrees namely "la licence" (like an English B.A.), "la maîtrise" (M.A.), and "le doctorat" (Ph.D.) Normally three years are required for a student who has graduated from a classical college to obtain a "licence" in Social Science.

However for a student who enters the Social Science faculty after his scientific course or High School, it will require five years of study to obtain this first degree, since his Social Science background is not as complete as the student from the classical college.

(continued on page 11)

Financial Aid \$ \$ \$ \$ \$ For Students

To those students who might encounter financial difficulties in attending university, the Province of Quebec, and most universities, offer various plans for financial aid.

Candidates for provincial aid are selected on the basis of need. Since 1960, the provincial government, with the help of computers, has devised a "normative" selection system.

In this system, the government takes into consideration the net revenue of a student's family, along with information about the number, and status, of the dependants within the family.

From these facts, the Province computes the "normal" amount of money families of various income-brackets may be expected to contribute to a

student's education. All provincial bursaries are determined according to these "norms".

The amount the family is expected to pay is then added to a student's summer earnings (these summer earnings are also determined according to "norms" — that is, the amount a student of a certain age should earn during vacation). This sum represents the cash investment the student can afford to spend on his education.

The government then determines the student's expected expenditures. These depend on the tuition fees and the cost of essential books, as well as the cost of lodging and board for out-of-town persons.

Though this system may seem extremely mechanical

and impersonal, it really isn't that bad. For example, special provision is made for orphans, and an appeal process has been set up.

Financial aid from the Provincial Government is given under two forms: Bursaries and Loans. The maximum amount of a bursary to a resident is \$300 (that is, from the same vicinity as his university) and the maximum amount of a loan is \$200, for a total of \$500.

Non-residents, however, may receive up to \$500 in bursaries and \$500 in loans. This difference is due to the added costs in room and board.

The essential difference between bursaries and loans is that 40% of the amount of a bursary must be repaid while loans must be paid back in their entirety.

The repayment must begin not later than two years after the completion of studies and may be spread over a period of ten years. Interest at the rate of 3% is charged after the due date for repayment.

Quebec universities have established a Student Consultative Committee which recommends improvements in the financial aid system to the provincial government.

At their recent meeting in Quebec City, the Committee recommended that the maximums (~~norms~~) mentioned above be abolished, and that the amount of financial aid given take into account not only tuition costs, but all normal living expenses, such as clo-

thing and travel. This change, and others which the Student Consultative Committee recommended, would increase the provincial budget for student aid considerably.

Financial aid from universities should be applied for directly from the Student Aid Office of the university involved. In the case of McGill, financial aid can be applied



To the left is Mr. Hector Joyal, the Director of the Student Aid Division of the provincial Department of Education, and to his right is the observer from the University of Montreal who acted as chairman at a recent meeting of the Student Consultative Committee on Bursaries.



Victor Rabinovitch, an observer, is seen conferring with Jean-Pierre Mongeau, McGill's delegate to the Student Consultative Committee on Bursaries. At this meeting, student delegates recommended a large increase in bursaries for the forthcoming year.

Of course, all these changes depend upon the final decision of the Provincial government.

Applications for provincial aid should be made soon after June 1st, to:

Student Aid Service,
1005 Ste. Foy St.,
Quebec, P.Q.

When the form is received from the government and completed, it should be taken to the Student Aid Office of the university the student will attend to be authenticated. This can not be done until the student has received his letter of admission to the university.

for after August 1st except in the case of applicants for Entrance Scholarships which must be completed before March 1st.

One final word about scholarships. These are often awarded on the basis of merit and not on the basis of need. Moreover they usually do not cover the whole of tuition costs. All inquiries about scholarships should be made to the Student Aid Office at McGill University, or a similar aid office of the university one intends to attend.

The French educational system (cont'd)

There is often a lot of confusion in words when one tries to explain the French university system. This is due to the fact that there are in reality four university degrees: before the three degrees already mentioned, there is the B.A. degree given in the classical colleges, which is, in fact, the first "university" degree.

The degree obtained after eight years in a classical college (it is also classed in French a B.A.) does not represent such specialized knowledge as that of the English college B.A. On the other

hand, the "Licence en Sociologie" calls for wider knowledge in sociology than an English college B.A. majoring in Sociology. Therefore, the English B.A. could be placed somewhere between the French B.A. and the French "licence".

When comparing the two systems, one quickly realizes that it takes longer for a French speaking student to obtain a master's degree than it does for an English speaking student. One of the main aims of the Parent Commission report is to remedy this

situation. The trend is to permit the student to specialize in certain subjects earlier than in the past.

Traditionally, emphasis was given to such subjects as Latin, Greek and literature. Many educators felt that a humanist formation could be obtained only through these subjects. But, more and more, it is being felt that real humanism can be inherited through the pure sciences or social sciences.

This could explain why the proportion of French speaking students studying Social Sci-

ence has almost tripled in the last few years. And if the Parent recommendations are fully applied, this proportion could very well continue to grow in the years ahead.

The same thing is also happening in Engineering, Chemistry, and Mathematics, for the programs in these faculties have been considerably rebuilt at the undergraduate level.

Thus the French speaking system of education is being modernized by means of diversification, and at the same time intensification.

THE HONOUR SOCIETIES

The basic aim of an honour society, as the name would suggest, is to provide some form of tangible recognition to students judged deserving, according to certain criteria. At McGill there are two such honour societies, as well as a more specialized one which draws its members from the Faculty of Engineering.

Most students undoubtedly have heard of Phi Beta Kappa; it is a purely intellectual honour society which exists on a nation-wide basis in the United States. At McGill there is no similar body which recognizes specifically intellectual qualities; rather, they all aim at honouring overall excellence.

The Scarlet Key is the male honour society. It was founded in 1925 and patterned on the Green Key at Dartmouth. The Scarlet Key performs as the student body's official host at the University and, as such, has a number of responsibilities.

It welcomes to McGill all visitors,

whether individually or as groups; it greets all students from overseas at the beginning of each year; it is present at all student or University functions; and, lastly, it maintains order at student activities and at inter-collegiate sports events.

It is in this last role that the Keys, wearing their distinctive red and white sweaters with the McGill crest, are most known to high school students.

The Society is composed of forty members selected from the student body by a committee of both students and faculty members. The specific attributes sought for are excellence of character, high academic standing, and outstanding contributions to student life.

The Red Wing Society is the female counterpart of the Scarlet Key; that is to say, it honours high academic achievement and worthwhile contributions to student life among the women students at McGill. The

Wings act as official hostesses at University functions, entertain visitors, and assist at a variety of activities.

The Society is composed of thirty active females who must be in good academic standing. Their official uniform consists of a white blazer which is emblematic of service to the University.

The Engineering Honour Society (Phi Epsilon Alpha), was established in 1934. Students are selected on the basis of high academic standing together with such qualities as personality, organizational ability and outside interests which indicate they will be a credit to society as a whole and to the engineering profession in particular.

Appointment, then, is not simply a matter of high marks or of knowing the right people. One must of course have good academic standing, but one must also have participated in activities. One must have

shown particular ability, and the character to use it well.

Membership in either the Scarlet Key or the Red Wings entails a variety of duties. Each member is expected to fulfill a certain number of "assignments" during his or her term of office. These assignments vary from officiating at a University function such as Convocation, attending a concert or public address, or guarding the Winter Carnival Queen from potential kidnap attempts.

In the past, the Keys have had the difficult and thankless task of controlling boisterous crowds during football games. It seems likely however that some form of student police force will be established next year to relieve the Scarlet Keys of this type of duty.

The assignments bring the members into contact with every part of campus life, and thus make membership in either honour society an intensely rewarding experience.

ADMISSIONS OFFICE — Gateway to McGill

As the academic year at McGill draws to a close, the work of a majority of the administrative divisions eases up until the Fall.

There is one administrative office, however, whose affairs are just beginning; each day a plethora of letters, applications, and forms arrive in the mail to be sorted out and examined carefully. The work reaches its peak in the Spring, and Summer, carries over to the Fall, and eases off only in October, when registration of new students is complete.

This is of course, the Admissions Office, which is responsible for the acceptance of all new students into the University.

The admission season commences March 1; from then on, the selection committee meets continuously to sift through the applications and decide whether or not the applicant is qualified to be accepted into the University. Last year, approximately 2,500 students out of 5,500 applicants were admitted.

The majority of students are from Quebec and the rest of Canada; however, a fair number of them hail from the United States, as well as from seventy foreign countries.

The most important single deciding factor for a student's admission is his final matriculation mark. College Board Examinations, high school transcripts, and the high school Principal's recommendation are additional aids in the consideration of an application, and are becoming more and more helpful.

"This year, however," announced A. Bradford Walsh, Admissions Officer of the University, "we are able to guarantee that McGill will accept

any Canadian student who qualifies in June; that is, any student who achieves the minimum academic standing in his matriculation examinations will be admitted. Sixty-five per cent is the minimum requirement for admission to Arts; seventy per cent for admission to Science and Engineering."

As for students who must take supplemental examinations in the Fall, "We will reconsider their application after we have received their supplemental marks," said Mr. Walsh.

Those students with Senior Matriculation usually go into second year, if they have the academic requirements. "This is always a problem," stated Mr. Walsh, "whether to accept them into first or second year. Applicants are judged individually, and careful attention is given to their qualifications, both psychological and academic."

As for accelerated or combined courses, such as the Seven-Year Science-Medicine Course, there are no definite standards for acceptances.

"We take the cream of the crop," commented Mr. Walsh. "For example, out of the 200 applicants who applied for the combined course last year, only 20 were accepted."

Early acceptances in May are provisional, based on high school academic records and college board examination scores, and still dependent, in the final instance, on the matriculation marks.

Those applications which are not considered to be of high enough calibre for provisional early acceptances are deferred until August and the receipt of matric results.

As far as non-Canadian applicants are concerned, it is

much more difficult for them to get accepted into McGill. College boards, transcripts, and recommendations play a much more important role in the consideration of their applications, as they have no set of examinations that are comparable to the high school leaving exam-

inations standardized in every Canadian province.

Mr. Walsh believes that the entrance qualifications to McGill are sufficiently rigorous to assure a high calibre of students. He does not feel that the increase in McGill's enrolment will lower the academic stan-

dards of the University "as long as there are enough properly-qualified staff members and sufficient teaching facilities."

"It is the duty of Canadian universities to assure that every qualified student who wants a college education will be able to attain it."



DEAR SANTA CLAUS

The staff of the Admissions Office are busily sorting out the day's deluge of inquiries and applications. All for nought. Tomorrow, the mailman will carry in another torrent.